**Lesson Plan Format**

**Teacher Candidate Monica Chapa Grade Level 6 Date of lesson**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

* 6SS2.a: Locate and compare the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.
* 6SS2.b: Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

1. Concept Objectives

a. The student understands the relative location of places.

b. The student understands the purpose of maps and globes.

2. Content Objectives

a. Importance of the Tigris and Euphrates rivers.

3. Skill Objectives

a. The student will locate, label, and color selected locations on the map.

• Tigris and Euphrates rivers

• Persian Gulf

Fertile Crescent

b. The student will recognize the Fertile Crescent as the area between the Tigris and Euphrates rivers by coloring and labeling it on the map.

c. The students will discuss the importance of the rivers and their significance to plant/crop growth by planting and recording seed growth.

**Assessment:**

1. Distribute worksheet Appendix A. Students will record and/or measure signs of plant growth over a five day period. Final assessment will be ongoing depending on plant growth.

2. Students will be able to locate on class map the Tigris and Euphrates Rivers and the Fertile Crescent

**Materials/Resources:**

1. Maps of Mesopotamia with corresponding overhead (Appendix A)

2. Dixie cups

3. Sand

4. Potting soil

5. Seeds

6. Water /watering can

7. Map pencils

8. markers

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

1.Introduce Mesopotamia Rap- <http://socialstudies61mesopotamia.weebly.com/ancient-mesopotamia-song.html>

2. Distribute individual maps and map pencils.

3. Use the related overhead to identify and locate specific landmarks on the map.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

1. Color the outlines of the rivers blue.

2. Shade the area between the two rivers green to illustrate the fertile area, and color the surrounding desert areas brown.

3. Discuss the importance of the Twin Rivers. Discuss the following questions to guide students into understanding the idea of the fertile area:

• Why do you think these rivers are important?

• What happens to the rivers when too much rain falls?

Compare and contrast the areas on the map. Why is the area by the rivers green? Why is the area away from the rivers brown?

•What is needed for plants to grow?

• Discuss crops grown in the area, such as figs, cucumbers, onions, pomegranates, lettuce, turnips, almonds, rice, chickpeas, fish, wheat, etc.

• Why is this area vital to the existence of these people?

• Which is better for planting in, sand or soil?

4. Distribute two small paper cups to each student. With a marker label one cup soil and the other sand. Each student will fill the correctly labeled cup halfway with potting soil and one with sand. Students will gently create a hole with their index finger in which to place seeds. Give students two or three seeds for each cup. Cover seeds lightly with soil/sand. Water.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

Show video on Mesopotamia followed by overall review http://tcm.leusd.k12.ca.us/apps/video/watch.jsp?v=92528

Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?